DOCUMENT RESUME

ED 205 240 JC 810 468

TITLE Highline Community College Survey: Summary Report 1981.
INSTITUTION Highline Community Coll., Midway, Wash.
PUB DATE Jan 81
NOTE 28p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; Administrators; Business; College Faculty; College Programs; *College Role; Community Attitudes; Community Colleges; Community Services; Community Surveys; *Educational Needs; High School Seniors; *Institutional Evaluation; Needs Assessment; *Organizational Objectives; Public School Teachers; *School Community Relationship; School Personnel; Student Attitudes; Teacher Attitudes; Two Year Colleges; Two Year College Students

ABSTRACT

In Spring 1980 Highline Community College (HCC) conducted a community survey to determine: (1) the degree to which HCC was meeting its overall goal of providing programs to help students obtain the knowledge and skills needed for educational and career advancement and personal development; (2) whether it was meeting the educational needs of its service district; (3) how well the public was informed about HCC's programs and services; and (4) the potential effect of improved specialized services on access to HCC programs. During the survey separate questionnaires were mailed to six constituent groups: 500 current HCC students, 500 area high school seniors, 507 HCC faculty and staff, 350 public school teachers and administrators, 200 area business representatives, and 1,632 community residents. In addition to a core set of questions concerning HCC's goal achievement and the community's educational needs, the questionnaires included items specific to the respondent groups related to familiarity and satisfaction with the college, the impact of specialized services on attendance, and demographic characteristics. The study report discusses the survey's methodology, details response rates and characteristics for each of the constituent groups, and highlights selected findings by survey group. The community residents questionnaire is appended. (JP)

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Highline Community College Survey

Summary Report 1981

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HIGHLINE COMMUNITY COLLEGE SURVEY

Summary Report

January, 1981

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Highline Community College was established in 1961 and serves the residents of Southwest King County. The College, formed as part of the Highline Public School District, was reorganized by the Washington State Legislature in 1967 to become Community College District 9, one of the 22 community college districts that comprises the Washington Community College System.

The district, located between Seattle and Tacoma, has a population of approximately 180,000. It encompasses three public school districts: Federal Way, Highline, and South Central. Although one of the smallest geographical districts, Highline is one of the largest single campuses in the system serving approximately 10,000 Fall quarter.

Early in 1979, the Board of Trustees of Highline Community College requested the College administration to objectively assess the community's opinion of the College and its achievements. To respond to this request, a College committee, chaired by the Vice President, was established to design a comprehensive survey to address the Board's request and to collect additional opinions and information that would be of interest to campus departments. The results of these surveys are described in two reports; this summary report which highlights the general project and its results, and the technical report which contains the complete description of all procedures, analyses, and results obtained from each survey.

STUDY PURPOSES

To objectively evaluate the College and its services, it was decided to gather opinions from these groups: (1) students currently enrolled at Highline Community College, (2) seniors enrolled at high schools within the Community College District, (3) Highline Community College faculty and staff, (4) public school teachers, counselors, and administrators, (5) business men and women and (6) general residents and community leaders in the community college district.

TABLE I displays the sample sizes chosen for each of the six survey groups.

TABLE I

Sample Size by Survey Group

Survey Group	Sample Size
High School Seniors	500
Educators	350
Teachers - 300	
Administrative Staff - 50	
Highline College Students	500
Highline College Staff	507
Administrative - 28	
Full-Time Faculty - 145	
Part-Time Faculty - 200	
Classified Staff - 134	
Community Residents	1632
Citizens - 1432	
Leaders - 200	
Business Men and Women	200

Because many questions were unique to a particular group, six separate questionnaires were used in the survey.

After considerable discussion, these questions were selected as the primary focus of the study:

1. How well is Highline achieving its purpose(s)?

2. Are we meeting the educational needs in Highline's service area?

3. How well are our publics informed about the College's service and programs?

4. Would improved specialized services increase community access to Highline's programs?

To gather consistent opinions on the College's achievement from the various groups included in the survey, the same series of questions was included on all questionnaires. One question was aimed at assessing the College's achievement of its overall purpose, while six additional questions gathered opinions on specific objectives. The wording, format and choices provided the respondents are shown as questions 10 and 11 on the sample questionnaire included in the Appendix.

To gather opinions on the educational needs the College should be attempting to meet, an open-ended request to identify specific needs was included on all questionnaires. The format to collect these suggestions is shown as question 12 on the sample questionnaire included in the Appendix.

To evaluate how well the public was informed about Highline's services and programs, several different questions were included on the questionnaires for high school seniors, public school educators, and community residents. To gain a general idea, one common question asking for an indication of how much the respondent had heard about the College, was included on all three questionnaires. Community residents were asked if they knew where the campus was, had they visited the campus, and had they contacted the College during the past five years, along with requests to estimate the size of the College and the cost to take a class that meets five hours a week. Included on the questionnaire for educators was a list of services and facilities that potentially could be used by public school education along with a request to indicate the use level.

To evaluate how specialized services could affect attendance in college courses, two categories of questions were included on the questionnaires for high school students, currently enrolled students, and community residents. Several questions were aimed at identifying factors that influenced decisions to enroll in classes while other questions requested a direct response to potential factors that may have limited enrollment.

In addition to addressing these four general purposes, the questionnaires included other questions to collect specific opinions and ratings from the survey group that were of particular interest to College departments along with demographic data and other distinguishing characteristics thought to be of interest in analyzing the responses. Of the several additional purposes served

by the individual questionnaires, there were two having enough general interest to be included in this summary report. One of these was the request made of currently enrolled students to rate various College functions and departments and a similar request included on the questionnaire for College employees. The employees were also asked to express their general feeling about working at the College. The complete technical report includes a description and the results of all the additional purposes included in the individual surveys.

STUDY DESIGN

To gather objective opinions from these groups, it was decided to conduct surveys through the exclusive use of mailed questionnaires. Each of the six constituent groups were surveyed through a separate questionnaire especially designed for that group.

Sample Selection. The individuals to be surveyed were randomly selected from the constituent group. The high school seniors were selected from each high school in the three school districts within the Community College District on a proportional basis. After determining the sample size for each high school, the actual seniors to be polled were randomly selected from the listing provided by each school district.

The public school educators were proportionately selected based on school district size. Both the teachers and administrators were randomly selected from listings provided by the school districts.

Students currently enrolled at Highline were randomly selected directly from the registration files without regard for classification and/or program.

Community residents were randomly selected from within the Community College District using the most recent issues of the Polk Directory. Business men and women were selected from an extensive business directory, proportionately, on the basis of zip codes.

Data Collection and Analysis. The surveys were mailed using a four-step process that incorporated concepts and recommendations from research on effectiveness of survey techniques. The general pattern called for the first mailing of the questionnaire, including a cover letter and pre-paid return envelope, to be followed in ten days by a "reminder" card. A second full mailing including a "special" cover letter and a new copy of the questionnaire occurred about two weeks later. A special "reminder" card was mailed about ten days later. The identical reminder card was used for each mailing and for each survey group.

To increase the likeliness of response, several additional recommendations were taken from the research on survey effectiveness. To encourage the recipient to separate our survey from the other bulk mail, chattam tan envelopes with a special logo were used. The reminder cards and subsequent mailings were the same color and used the identifying logo. The letter of transmittal from the College president included a pleasant request for assistance, clearly identified the purpose to be served by the survey, and promised confidential handling of the responses. The follow up letter added an increased emphasis on the importance to the College of these data.

An example of each type of materials used in the surveys is included in the Appendix.

Surveys were numbered to prevent the follow-up mailings from being sent to those who had responded. To ensure confidentiality of the responses, the questionnaires were renumbered in chronological order as the data were entered into the computer files making it difficult to relate the responses to individual respondents. The data were analyzed by standard non-parametric statistics as provided in the Statistical Package for Social Sciences.

FINDINGS

Before reviewing the actual responses to the questions included on the questionnaires, a brief description of each sample as summarized by the demographic questions would be appropriate.

Sample Descriptions. The response rate of the high school seniors varied among the ten high schools with 14 3 percent being the lowest rate, 39.4 percent the highest, and the combined return rate being 31 percent. Eighty-two percent of the 155 respondents indicated they were planning to attend college next year. Assuming an even distribution among the response categories, the average grade point average of the sample was 3.11. The sample was composed of 60 percent female and 40 percent male.

The overall return rate for the public school educators was 54 percent with the administrative staff returning 62 percent and classroom teachers returning 53 percent. The response rate among the three school districts was consistent between the two employee groups in that South Central had the highest return rate followed by Highline then Federal Way. The teaching levels of the sample indicated that approximately 45 percent were at secondary level, 30 percent elementary, and 25 percent either indicating "other" or not responding to the question. If the years of educational experience were evenly distributed within the responding categories, the average experience would be 15.7 years in education. The sample was composed of 52 percent women and 48 percent men.

The students currently attending Highline Community College during Fall, 1979 had return rate of 43.4 percent. Slightly over one-third of the sample were full-time day students, with 36 percent indicating they were enrolled in technical/occupational programs, 33 percent in academic/scientific programs, and 30 percent in "other" programs. Over 90 percent of the sample were high school graduates and over 70 percent were currently employed. Assuming an even distribution within the responding categories, the average age of the sample was 29.3 years.

The response rate among the Highline College employee groups varied from a high of almost 93 percent for the administrative/exempt group to a low of 67 percent for classified employees. The combined return rate was 73.6 percent.

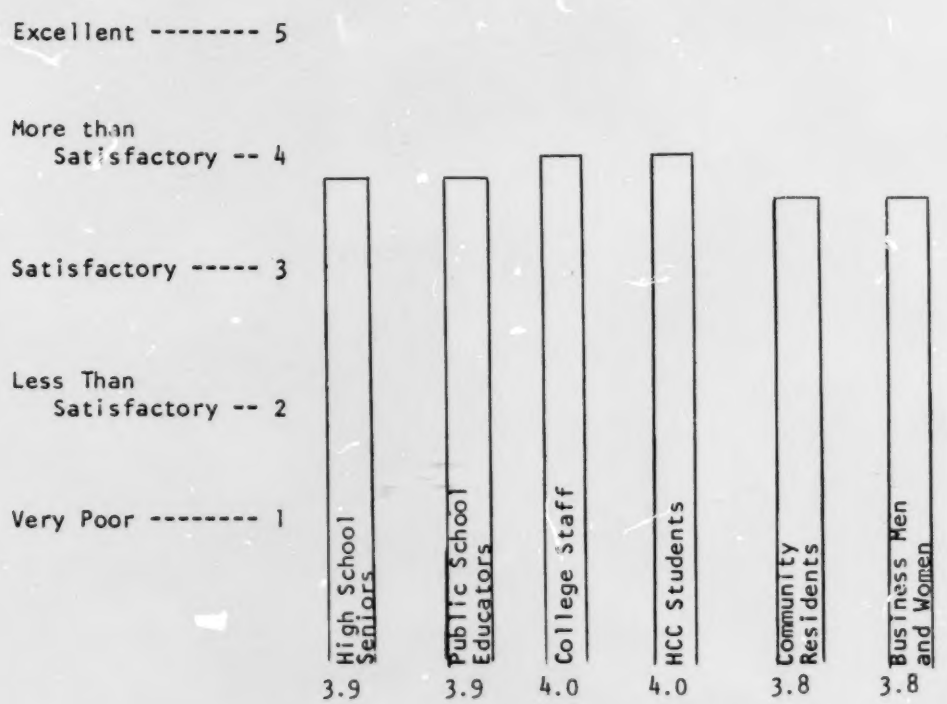
The community residents responded to the survey with an overall rate of 38 percent with the general residents rate almost 40 percent and community leaders returning 32 percent. Over 91 percent of the sample indicated they knew where the campus was located and over 73 percent indicated they had been on the campus. Assuming even distribution within the response categories, the average age of the sample was 41.6 years with 65 percent having lived in Washington state for more than 20 years. The sample was composed of 48 percent women and 52 percent men with 99 percent being U.S. citizens and 97 percent having English as their native language.

The business men and women included in the survey responded at a 21 percent rate of return. Unfortunately, some respondents skipped several questions further reducing the return rate. Any findings and/or conclusions based on these data from the business men and women should be carefully considered in light of this low response rate. Of those who did respond, approximately 90 percent employed less than 25 people, either full or part time, and most were in the retailing business. Most businesses indicated they had been operating in the College district for more than eleven years.

Rating of College Achievement. The evaluative opinions on the College's achievements of its purposes were gathered by including a standard set of questions on each questionnaire used with the six survey groups. TABLE II displays the average response given by each of the six survey groups to the request to rate the College's achievement of its over-all purpose as described on the questionnaire.

TABLE II

Average Rating on Overall Achievement by Survey Group

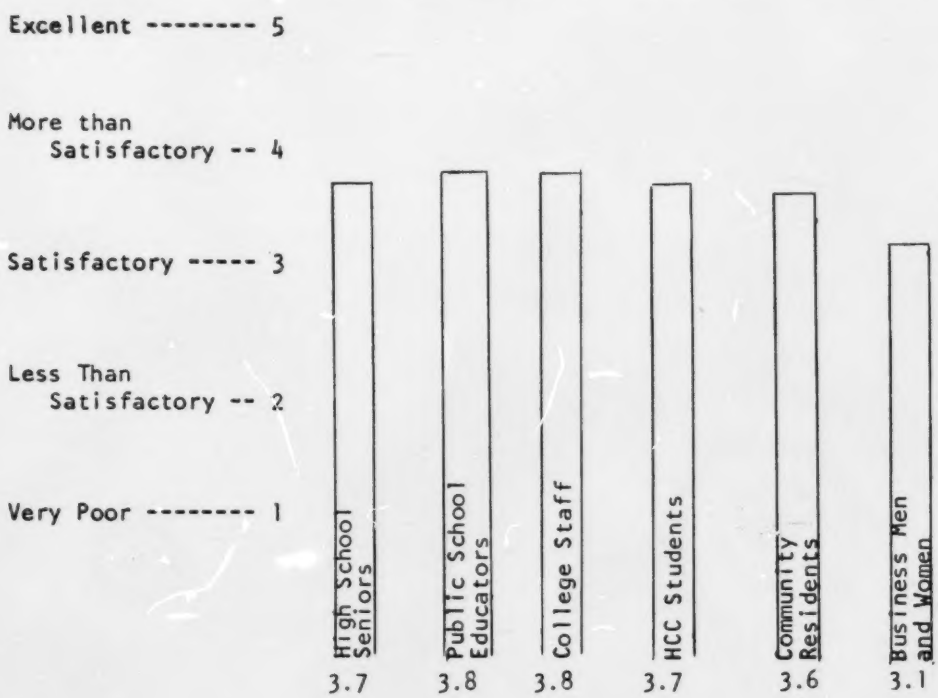


The overall ratings were consistent across the six survey groups with currently enrolled students and College employees rating the overall achievement slightly higher than the other groups. Those community residents who indicated they had heard a lot about the College gave significantly higher ratings on the overall achievement than residents who had heard little about the College. This significant difference was also found between residents who had positive experiences with the College and those who indicated they had not used the College's services or programs. Those identified as community leaders gave significantly higher ratings on overall achievement than did the other residents of Community College District 9.

TABLE III displays the average response given by each of the six survey groups to the request to rate the College's achievement in the college transfer programs that enable students to complete the first two years of a four-year program.

TABLE III

Average Rating on Transfer Programs by Survey Group



The average ratings given to transfer programs were consistent among the groups except for business men and women. The low response rate for that questionnaire prohibits conclusions from being drawn from this lower rating. Community residents who had a positive experience with the College gave higher ratings to achievement in this program than citizens who had no experience with the College's services and programs. Significantly higher ratings were given to the College's achievement in transfer programs by residents who had visited the campus when compared to those who had not been on the campus.

TABLE IV displays the average response given by each of the six survey groups to the request to rate the College's achievement in the career programs that train students for immediate employment.

TABLE IV

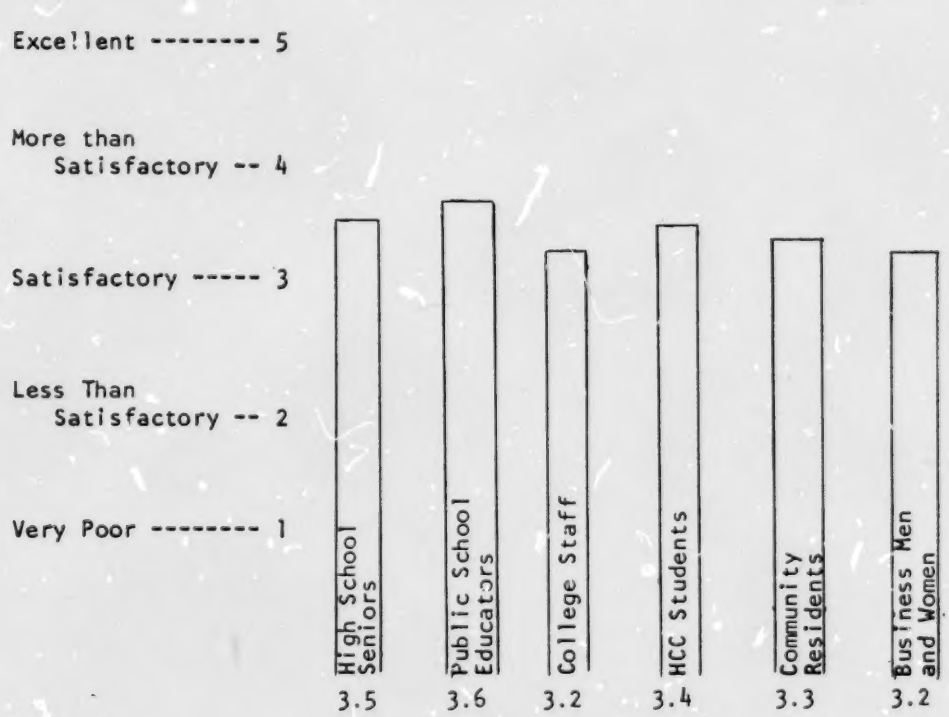
Average Rating on Career Programs by Survey Group

The average rating given to vocational programs was fairly consistent, with the College staff and students averaging the highest rating and community residents and business men and women averaging the lowest. Community residents who had a positive experience with the College gave higher ratings to achievement in this program than citizens who had no experience with our services and programs.

TABLE V displays the average response given by each of these six survey groups to the request to rate the College's achievement in providing guidance and counseling services that assist students in making choices dealing with personal, academic, and career planning.

TABLE V

Average Rating on Guidance and Counseling Services by Survey Group

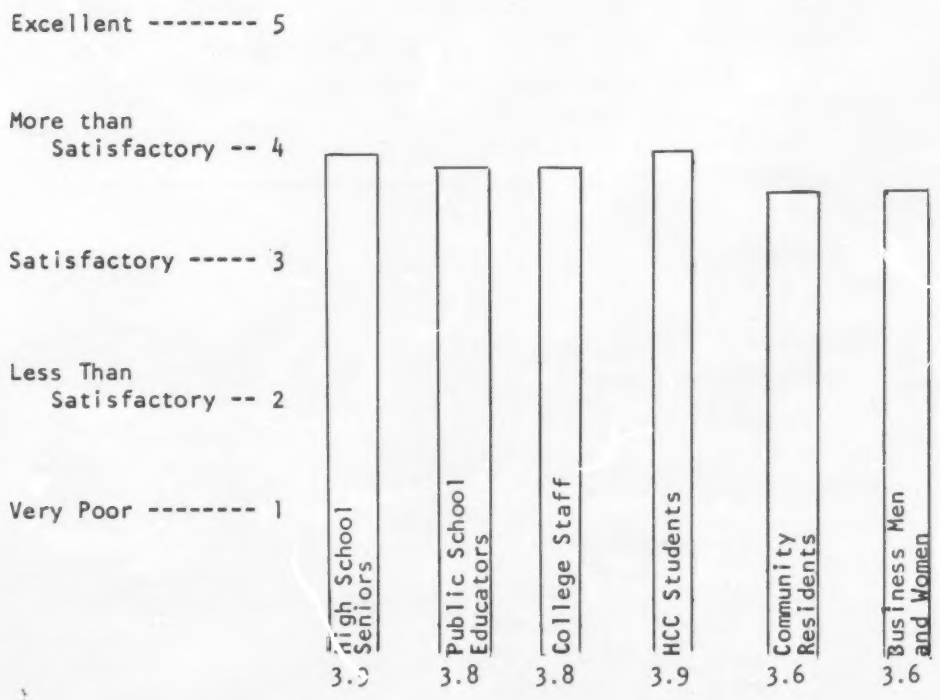


The average ratings given guidance and counseling services were more varied and, in most cases, lower than the ratings given the other objectives. Public school educators gave the highest average rating while the College staff gave the lowest average rating. Community residents who had a positive experience with the College gave significantly higher ratings to achievement in these services than residents who had no experience with Highline Community College services and programs. Those identified as community leaders rated achievement in guidance and counseling significantly higher than the general residents. The high school students concurrently enrolled in College classes rated the achievement in guidance and counseling significantly lower than those students not concurrently enrolled.

TABLE VI displays the average response given by each of the six survey groups requested to rate the College's achievement in providing continuing educational courses, programs, and activities aimed at helping residents obtain vocational training, participate in cultural activities, or upgrade professional skills.

TABLE VI

Average Rating on Continuing Education Program by Survey Group

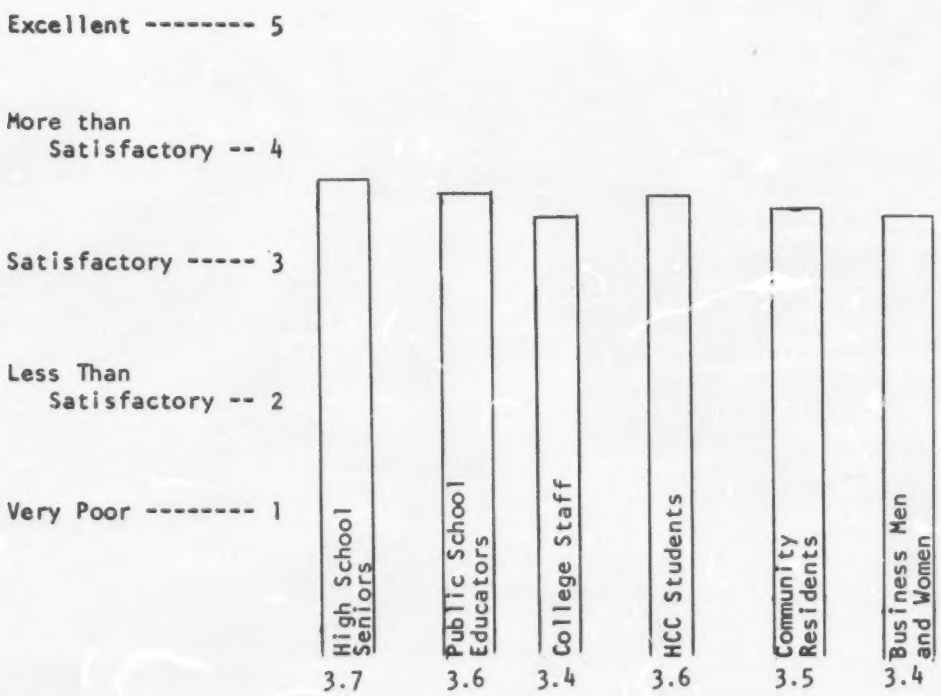


The average ratings given the continuing education program were fairly consistent except for the average given by community residents and business men and women. Community residents who had a positive experience with the College gave significantly higher ratings to achievement in this program than residents who had no experience with our services and programs. High school seniors concurrently enrolled in college classes rated the College's achievement in continuing education significantly higher than other high school seniors.

TABLE VII displays the average response given by each of the six survey groups to the request to rate the College's achievement in providing basic and developmental programs aimed at helping students build skills in academically weak areas.

TABLE VII

Average Rating on Developmental Programs by Survey Group

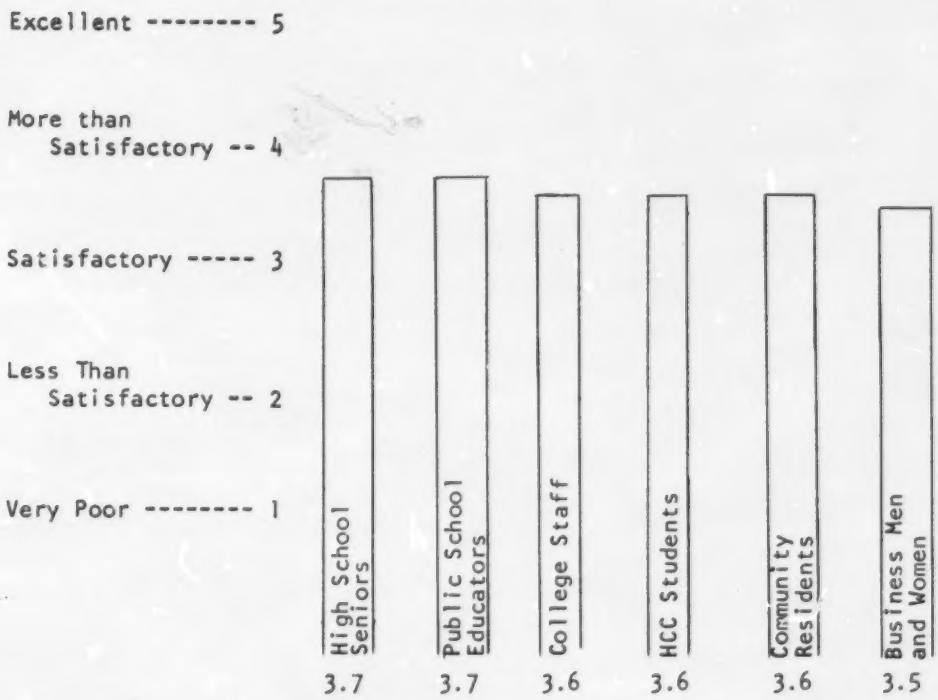


The average rating given the developmental programs was highest from high school seniors and lowest from the College staff. Community residents who had a positive experience with the College gave significantly higher ratings to achievement in this program than residents who had no experience with this program.

TABLE VIII displays the average response given by each of the six survey groups to the request to rate the College's achievement in providing community service programs of cultural recreational, and personal improvement.

TABLE VIII

Average Rating on Community Service Programs by Survey Group



The average ratings were consistent among the six survey groups. Community residents who had a positive experience with the College gave significantly higher ratings to achievement in this program than residents who had no experience with our service and programs.

Additional Educational Needs. To gather opinions on educational needs the College should be attempting to meet, an open-ended request to identify specific needs was included on all questionnaires. TABLE IX displays the number of responses made to this request from each survey group.

TABLE IX

Responses to Additional Educational Needs by Survey Group

Survey Group	Sample Size	Responses	Percent
High School Seniors	155	18	12
Public School Educators	159	27	17
Highline College Students (Fall)	217	43	20
Highline College Staff	368	123	33
Community Residents	630	99	16

Public school educators most commonly suggested that the College should offer upper division classes that would assist them in certification and improving their teaching techniques.

Students currently enrolled at Highline recommended a variety of courses and activities. More science, business, and computer courses along with references to expanding opportunities for working towards four-year degrees were mentioned most often.

Community residents offered a wide variety of suggestions for additional courses with increases in specific vocational courses or vocational education in general being the most common suggestion.

Business men and women responding to requests for additional educational needs to be met by the College and to requests to identify training needs of their employees generally recommended fairly narrow content areas relating to their particular business. Some of the general suggestions were for more data processing and computing, marketing and sales, and business courses.

All responses are listed in the complete technical report and have been reviewed by the College instructional administration.

Informed About the College. To evaluate how well the College publics were informed about Highline's services and programs, a variety of questions were included on questionnaires for high school seniors, public school educators, and community residents. To gain a general idea, one common question asking for an indication of how much the respondent had heard about the College was included on all three of the questionnaires. TABLE X displays the responses to that question.

TABLE X

General Indication on Information
About the College

Survey Group	Responses					
	Blank	Nothing	Little	Some	A Lot	Average
High School Seniors	0	2	24	83	46	3.12
Public School Educators	9	5	9	80	64	3.54
Community Residents	20	5	59	296	250	3.30

At the general knowledge level, public educators indicated they had heard more about Highline than either the high school seniors or community residents.

Over 91 percent of the community residents responding to the survey indicated they knew where the campus was located and over 73 percent indicated that they had been on the campus. Sixty-two percent of the community residents also knew the College offered classes at sites throughout Southwest King County. Slightly over a third of the community residents indicated they had contacted the College during the past five years to inquire about a class or program.

The survey of community residents included several questions to evaluate how well informed community residents were about the College. Almost half of those responding to the questionnaire had taken classes from Highline Community College. Eighty percent of those had attended a class on the campus rather than an off-campus site.

Included on the questionnaire for educators was a series of services and facilities that could be used by public school teachers, counselors and administrators. The response level indicated they made relatively little use of these College services and facilities.

The responses to questions specifically requesting business men and women to indicate the use they were making of the College's Placement Office indicated that those few businesses responding to questionnaires made relatively little use of this service.

Improvement in Access to the College. To evaluate how specialized services could affect attendance in college courses, two categories of questions were included on the questionnaires for high school seniors currently enrolled students, and community residents. Several questions were aimed at identifying factors that influenced decisions to enroll in classes. Other questions requested a direct response to potential factors that may have limited enrollment.

High school seniors indicated they most commonly discussed College attendance with parents, friends, and high school counselors and the most common sources of information about Highline came from high school counselors and friends attending Highline. Parents were the most common source of encouragement to attend colleges other than Highline.

Highline College students indicated the three most influential factors in attending the College were interest in classes being offered, convenient campus location, and low cost. They also indicated high school counselors, newspaper information, and employer suggestions as having the least influence on actual attendance. Of the alternate class times listed on the survey, only the "after work" hours (6:00-6:50 p.m.) received a positive reaction.

Community residents, in reacting to a series of potential factors that could be limiting attendance, indicated that finding time to attend classes was by far the most common problem. Lack of interest was also specified as a general comment when identifying reasons for non-attendance.

Other suggestions such as providing child care, improved transportation, and different class times, were not identified as important barriers to attendance.

Rating College Functions and Departments. In addition to the four general purposes that formed the focus of the study, each questionnaire collected specific opinions and ratings. Two of these will be addressed in this summary report. First is the request made of currently enrolled students and College employees to rate various college functions and departments.

TABLE XI below displays the average ratings given by the two groups to these functions and departments.

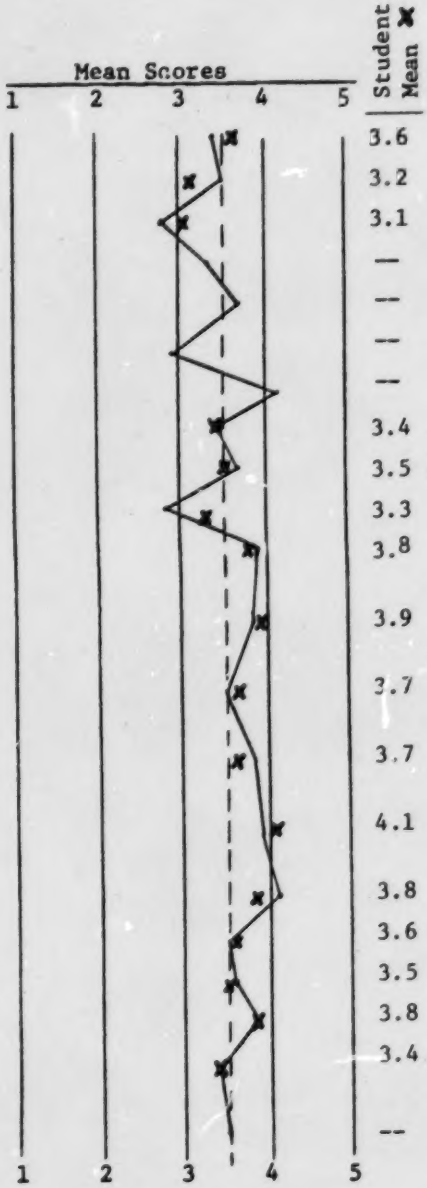
TABLE XI

Comparison of Average Rating of College Functions
and Departments Between College Staff and College Students

Question 9: What is your rating of each of the following?

(1=poor 2=fair 3=average 4=good 5=excellent)

	Staff Mean	Student Mean
A. Registration Office	3.4	3.6
B. Financial Aids Office	3.5	3.2
C. Minority Affairs	2.8	3.1
D. Personnel Office	3.3	—
E. Business Office	3.7	—
F. Cafeteria	2.9	—
G. Library	4.1	—
H. Counseling Center	3.4	3.4
I. Women's Programs	3.7	3.5
J. Faculty Advising	2.8	3.3
K. Classroom Instruction in General	3.9	3.8
L. Preparation of Students in Job/ Courses	3.8	3.9
M. Preparation of Students for Personal Growth	3.5	3.7
N. Preparation of Students for College Transfer	3.8	3.7
O. Effectiveness of HCC in Meeting the Educational Needs of the Community	3.9	4.1
P. Academic Reputation of HCC Outside the Institution	4.1	3.8
R. HCC Intellectual Environment	3.5	3.6
S. The College Administration's Leadership	3.6	3.5
T. Faculty/Student Relations	3.8	3.8
U. Faculty/Administration Relations	3.4	3.4
V. Professional Relationships among Faculty	3.5	--



Of the commonly rated College departments the rating given by the employees and the students were very consistent with the only sizable difference being the rating of the Financial Aids Office with staff giving a middle rating and the students rating it next to the lowest. The employee evaluations of the nine functional offices or areas resulted in medium ratings, with the Library and Women's Programs being rated the highest. The Minority Affairs and Cafeteria were rated the lowest. Six of the nine offices were rated quite differently by the four employee categories:

- .. Part-time faculty rated Registration higher than did the classified staff and full-time faculty.
- .. Part-time faculty and classified staff rated the Personnel Office higher than did the full-time faculty.
- .. Exempt staff rated the Business Office higher than the full-time faculty.
- .. The part-time faculty rated the Cafeteria higher than did the full-time faculty, exempt staff, and classified staff.
- .. The rating given the Financial Aids Office and Minority Affairs Office showed no differences between the employee categories.
- .. The part-time faculty rated the Library higher than the full-time faculty.
- .. The rating given the Counseling Center showed no difference between employee categories.
- .. The part-time faculty and exempt staff rated the Women's Program higher than did the full-time faculty.

In evaluating the five College functions, the employees gave favorable ratings to all except faculty advising. The ratings were fairly uniform across the employee groups except full and part-time faculty rated classroom instruction better than did the classified staff. The full-time faculty rated it better than the exempt staff. The full-time faculty and exempt staff rated the preparation of students for college transfer higher than the classified staff and part-time faculty did.

In evaluating the six characteristics of the College, employees rated Highline's academic reputation highest and the faculty/administration relations the lowest. These ratings were fairly uniform across the employee groups except that full-time faculty rated Highline's intellectual environment lower than the classified staff, exempt staff and part-time faculty rated it.

Employee Attitude Toward Working at Highline. The staff responded very favorably to the questions aimed at measuring staff morale. The responses indicate the staff feel positive about working at the College. Ninety-eight percent indicated they were glad to work at the College. Ninety-six percent responded that working at the College had a positive impact on their sense of worth. Ninety-one percent liked being identified as a College employee. These ratings were consistent among the four employee groups.

CONCLUSIONS

The opinions expressed by each of the six survey groups indicated they rated the College's achievement of its overall purpose higher than ratings given any of the six specific objectives identified in the questionnaires. These data seem to support the conclusion that the more contact and experience individuals have with the College the higher the rating given the College's achievement. This conclusion is supported by the higher ratings given by College employees and students currently enrolled at Highline. Among the community residents, those indicating they had heard a lot about the College gave significantly higher rating than citizens having heard little about Highline. Likewise citizens having had a positive experience with the College gave significantly higher ratings than those having not used the College services. This conclusion was also supported by differences in ratings given by high school seniors who had attended Highline classes or the college conference and by public school educators who had attended a community college as compared to ratings given by those who did not attend a community college as part of their undergraduate education.

In identifying additional educational needs the College should be trying to meet, the survey results were inconclusive To be economical the College must "package" its educational offerings to meet and attract sufficient numbers for each class section. The survey respondents either identified narrow content areas related to specific business or personal need or offered general suggestions such as more vocational education. Some suggestions in higher interest areas such as Data Processing, Marketing, and Business classes, were included.

The survey results clearly indicated that the community and other potential users of the College were much better informed about Highline, its programs and services, than had been previously thought. The residents of our district indicated they were familiar with the campus location the cost for taking classes, and the range of class offerings. High school seniors were well informed about potential for concurrent enrollment and had formed opinions about community colleges, including Highline. The degree of information about the College did vary significantly with the high school the student attended.

The survey results suggest that improved specialized services would not increase the community's access to Highline's programs. The residents indicated finding a class offering in which they were interested would be the primary reason for attending. Improvements in child care, transportation and more flexible scheduling were not indicated as important deterrents to attendance. The only suggestion for classes was to increase offerings during the 5:00-7:00 p.m. time period.

Appendix

HIGHLINE COMMUNITY COLLEGE
Community College District 9
Midway, Washington 98031

President

March 3, 1980

Dear Citizen:

The enclosed brief questionnaire is part of a major study Highline Community College is undertaking to understand better the extent of the impact its programs, services, and facilities are having on the local community.

This questionnaire is directed to citizens such as you. Based on the information you provide, Highline will be able to plan more effectively.

Your response is extremely important to our study because we have selected only 1,500 citizens to be polled. The responses you provide will be treated confidentially and will be used only in group analysis. The questionnaires are numbered for follow-up letters. A prepaid envelope is included for your convenience.

Thank you very much for your help.

Sincerely,

Shirley B. Gordon

Shirley B. Gordon
President

SBG:lob
Enclosures

South 240th & Pacific Highway South (206) 878-3710 Scan 374-1011

d. To provide continuing educational courses, programs, and activities, as requested by citizens, to help them obtain vocational training, participate in cultural activities, and to up-grade their professional skills as requested by the citizens.

____very poor
____less than satisfactory
____satisfactory
____more than satisfactory
____excellent
____no opinion

e. To provide basic and developmental programs aimed at helping students build skills in academically weak areas.

____very poor
____less than satisfactory
____satisfactory
____more than satisfactory
____excellent
____no opinion

f. To provide community service programs of cultural, recreational, and personal improvement.

____very poor
____less than satisfactory
____satisfactory
____more than satisfactory
____excellent
____no opinion

12. Are there additional educational needs that you feel Highline Community College should attempt to meet?

____yes
____no
If yes, what are they?_____
_____

13. How long have you lived in Washington state? _____years

14. Sex: ____Female ____Male

15. Please check your age category:

____16-20 ____45-54
____21-24 ____55-64
____25-34 ____over 65
____35-44

16. Have you attended classes at Highline Community College?

____yes How many?_____
____no
If yes, were the classes on the main campus?
____yes ____no
Specify location_____
_____

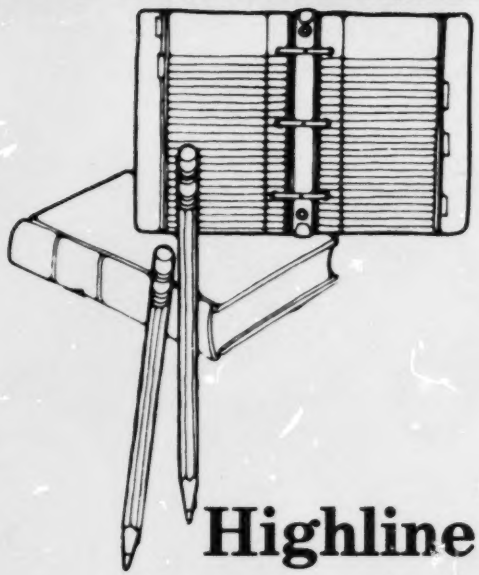
17. Is English your native language?

____yes
____no
If not, what is your first language?_____
_____

18. Are you a U.S. citizen?

____yes
____no
If not, what kind of visa do you have?
____immigrant
____work
____tourist
____student
If not, does Highline College offer enough English and citizenship classes?
____yes ____no
At convenient times? ____yes ____no
In convenient locations? ____yes ____no

19. Please provide any additional comments or suggestions which you feel would interest us.



Highline Community College Survey of Community Residents

1. How much have you heard about Highline Community College?

____ Nothing ____Some
____Little ____A Lot

2. Do you know where the College campus is located?

____yes
____no
If yes, have you been on the campus?
____yes ____no

3. **Do you know that Highline Community College classes are offered at sites throughout Southwest King County?**

_____yes
_____no
If yes, which locations _____
_____

4. **How many people would you estimate attend classes at Highline Community College during a 2½ month quarter?**

_____2,000-4,000 _____8,000-10,000
_____4,000-6,000 _____over 10,000
_____6,000-8,000

5. **What would you estimate it would cost to take a HCC class that meets five hours a week?**

_____ $20-40 _____ $60-80 _____ over $100
_____ $40-60 _____ $80-100

6. **Have you contacted Highline Community College within the past five years?**

_____No (Proceed to question 8)
_____Yes (please check all that apply)
- _____To inquire about classes or programs for myself or others
- _____To take classes
- _____To attend a special event (lecture, graduation, sporting event, etc.)
- _____To receive advising about a course of study
- _____To use special facilities of the College (library, bookstore, etc.)
- _____To use College facilities rented by another group
- _____Other (please explain)_____
  _____

7. **Considering the experience at Highline Community College that you listed above, how satisfied were you with that experience?**

_____Very dissatisfied _____Satisfied
_____Dissatisfied _____Very satisfied
_____Neutral

Will you identify the principal reasons for your response?_____
_____
_____

8. **In other surveys, citizens have indicated some of the following have prevented attendance. Do any of these apply to your situation? (check as many as are appropriate)**

_____Child care not available
_____Appropriate transportation not available
_____No time
_____Quarter too long
_____Takes too long to get there and back
_____I am not qualified
_____I have enough education
_____None of the subjects offered interests me
_____I don't feel confident enough
_____I don't know what I want to do
_____I don't know what to take
_____Cost
_____Other (please specify)_____
_____
_____

9. **How strongly do you agree or disagree with the following statements?**

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

_____Community colleges provide better teaching for first two-year classes than four-year colleges.
_____Community colleges turn out "technicians" who are **not** well-rounded people.
_____Courses at community colleges are easier than similar courses at four-year colleges.
_____Teachers at community colleges are better qualified than teachers at four-year colleges.
_____Opportunity for higher education should be available to anyone who wants it.
_____Highline Community College is a place you and other citizens can go to solve problems.
_____Community colleges provide the first two years of college but provide little practical-vocational education.
_____Community colleges provide excellent programs to assist adults in completing high school diplomas and GED certificates.
_____Community colleges are more an extension of high school than beginning of a college education.
_____Community colleges provide excellent assistance to adults seeking new career opportunities.

10. **The Washington State Legislature established Highline Community College to provide educational programs and services beyond the high school level that are needed by the residents of the Southwest King County. These education and training programs are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement and personal devlopment.**

How do you rate Highline Community College's achievement of the over-all purpose stated above?

_____very poor _____excellent
_____less than satisfactory _____no opinion
_____satisfactory
_____more than satisfactory

11. **From the previous over-all statement, Highline has developed six specific objectives. For each of the following six objectives, please indicate how you rate Highline Community College's achievement of each:**

a. To provide college transfer program(s) that will enable students to complete the first two years of a four-year program.

_____very poor _____excellent
_____less than satisfactory _____no opinion
_____satisfactory
_____more than satisfactory

b. To provide career programs that will train students for immediate employment.

_____very poor
_____less than satisfactory
_____satisfactory
_____more than satisfactory
_____excellent
_____no opinion

c. To provide guidance and counseling services that assist students in making choices dealing with personal, academic, and career planning.

_____very poor
_____less than satisfactory
_____satisfactory
_____more than satisfactory
_____excellent
_____no opinion

HIGHLINE COMMUNITY COLLEGE
Community College District 9
Midway, Washington 98031

President

April 23, 1980

Dear Citizen:

A few weeks ago, we mailed you a questionnaire designed to collect information about how well Highline's programs, services, and facilities are meeting the community's needs and expectations. Based on the information you provide in the questionnaire, Highline will be able to plan more effectively.

Your response is extremely important to our study because we have randomly selected only 1,500 (about two percent) citizens residing in our Community College district. The responses you provide will be treated confidentially and will be used only in group analyses. The questionnaires are numbered for follow-up letters. A prepaid envelope is included for your convenience.

Thank you for your help.

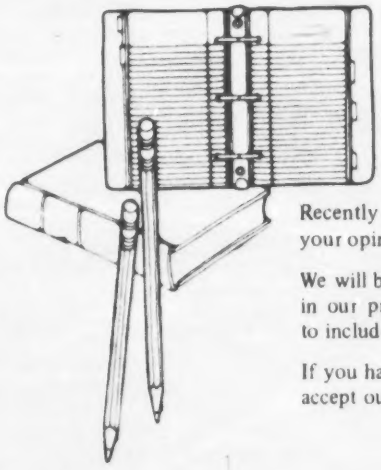
Sincerely,

Shirley B. Gordon

Shirley B. Gordon
President

SBG/sw
Enclosures

South 240th & Pacific Highway South (206) 878-3710 Scan 374-1011



Recently we mailed you a questionnaire asking for your opinions about Highline Community College.

We will be using these data in planning future changes in our programs, services, and facilities and do want to include your opinions.

If you have already returned the questionnaire, please accept our many thanks.

Shirley B. Gordon, President
Highline Community College

HIGHLINE COMMUNITY COLLEGE
Community College District 9
Midway, Washington 98031

President

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